

Jigsaw Out Of School Scheme



Thackley Methodist Church, Thackley Road, BRADFORD, West Yorkshire
BD10 0RH

Inspection date	15 August 2018
Previous inspection date	20 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not Applicable	

Summary of key findings for parents

The provision is good

- The managers and staff are well motivated. They have meticulously addressed and resolved the issues raised at the last inspection. The club is a safe and happy place. Staff form positive relationships with children, who listen and respond well. Children display strong emotional well-being.
- Partnerships with parents are effective. Parents are very happy with the service offered to their children. They appreciate the welcome they receive from staff and speak highly of them. Parents comment that their children 'love it here'.
- Children behave well. They are kind, tolerant and take turns very well. Older children are supportive of younger children as they encourage them to join in with activities.
- Staff provide good opportunities for children to find out about new things. They take children on regular trips to local places of interest and invite other specialists into the setting. Children confidently explain how to initiate life-saving techniques, using the information they have learned from visitors.
- Effective partnerships with local school teachers help staff to plan for children and support their learning. Staff complement what children are learning at school.

It is not yet outstanding because:

- Managers do not use self-evaluation as well as possible to focus staff's professional development, to enhance their existing practice.
- Staff do not sufficiently challenge the most able children to develop further their thinking and problem-solving skills and help them achieve to their highest potential.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance self-evaluation processes to help focus professional development, to enrich children's experiences even further
- provide the most able children with a greater level of challenge to develop further their thinking and problem-solving skills.

Inspection activities

- The inspector observed activities indoors and outdoors, and carried out a joint observation with the deputy manager.
- The inspector held a meeting with the manager and the deputy manager. She looked at relevant documentation, such as the club's self-evaluation and evidence of the suitability of staff working at the club.
- The inspector spoke to members of staff, a small number of parents and children during the inspection, and took account of their views.
- The inspector scrutinised a range of other documentation, including children's records, and policies and procedures that relate to the safeguarding of children's welfare.

Inspector

Kate Banfield

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff are clear about their roles and the procedures they must implement should they have concerns that a child is at risk of harm. Staff have completed child protection training and have an up-to-date knowledge of safeguarding issues, such as radicalisation, safer recruitment practices and events that would affect their suitability to work with children. Managers and some staff hold a relevant qualification. Managers support staff well to understand their roles and responsibilities, for example, through regular individual meetings, observation of staff practice and team meetings. In addition, managers monitor staff's continued suitability. They ensure staff keep a written record each time they administer any medication to a child and inform their parents. Staff monitor any accidents. They put measures in place to prevent any recurrence and ensure that first-aid equipment is available in all areas of the club and during school drop-off and collection times.

Quality of teaching, learning and assessment is good

Staff are responsive to children's individual personalities. They take information from parents and children when they first start attending, to help them tailor activities. Key persons observe children at the club to monitor their interests and meet their ongoing needs effectively. Staff support children's creativity very well. Children dress up and play imaginatively in the den they have created. Staff provide children with a wide variety of resources to explore. Children carefully create artwork as they draw recognisable figures. Staff help children develop their understanding of the world as they use seaside pictures to help them understand the role of lighthouses at the coast. Young boys are well motivated as they imaginatively and articulately describe the detailed monsters that they have drawn. Older children explore the dough and develop their dexterity as they sculpt detailed faces. Younger children confidently use the dough equipment to make shapes, and demonstrate their understanding of addition as they add one piece more to 'make six'.

Personal development, behaviour and welfare are good

Children enjoy daily physical challenge and outdoor activity. Children play happily as they build sandcastles in the sand. Staff provide encouragement as children move their bodies rhythmically and spin hoops on their wrists. Boys organise themselves into teams and play cooperatively with a ball. Children challenge their balance on the rockers and persist in developing their muscles on the rowing machines that staff provide. Staff ensure that children have regular access to water to keep them hydrated and they encourage good hygiene before eating snacks. Staff effectively help children to understand families and communities different to their own. For example, they explore multicultural festivals and food, and acknowledge and celebrate the differences between families.

Setting details

Unique reference number	EY293233
Local authority	Bradford
Inspection number	10057074
Type of provision	Out-of-school day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	5 - 11
Total number of places	32
Number of children on roll	130
Name of registered person	Ward, Avis Verity
Registered person unique reference number	RP512146
Date of previous inspection	20 March 2018
Telephone number	07866 356 236

Jigsaw Out of School Scheme registered in 2004. The club employs eight members of childcare staff. Of these, four hold a relevant qualification at level 3. The club operates Monday to Friday, from 7.30am until 9am and from 3pm until 6pm. During school holidays, the club operates from 7.30am to 6pm.

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